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# ENG 3400-002: Methods of Teaching English

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## ENGLISH 3400: METHODS OF TEACHING ENGLISH

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and by appointment.

~~Texts: Atwell, Nancie. In the Middle~~

Maxwell, Rhoda, and Mary Meiser. Teaching English in Middle and Secondary Schools. New York: Macmillan, 1993.

Nelms, Ben F., ed. Literature in the Classroom: Readers, Texts, and Contexts. NCTE Forum Series. Urbana: NCTE, 1988.

Rief, Linda. Seeking Diversity: Language Arts with Adolescents. Portsmouth: Heinemann, 1992.

Wagner, Betty J., and Mark Larson. Situations: A Casebook of Virtual Realities for the English Teacher. Portsmouth: Heinemann, 1995.

**COMMENT ON SYLLABUS:** This syllabus should be regarded as a guide. Nothing in it is absolutely certain and anything in it is subject to change. You will be given advance notice of any changes made, however.

**I. COURSE DESCRIPTION**

This course deals with theories, methods, and materials for teaching English/Language Arts in the middle and high school curricula. It includes 15 hours of on-site participation and 20 hours of in-class laboratory experiences. Prerequisites are English 1002C, EDP 3325, and SED 3330 ( or ASEP Level I ).

**Special Requirements for this class:**

You must complete 15 hours of on-site observation/participation in English language arts classes, grades 9-12 and complete a short paper reflecting upon those experiences. Arrangements for these experiences must be made through the Office of Pre-Clinical Experiences in Room 210 BEB. If you plan to work in schools other than Charleston or Mattoon, you must give 6 weeks notice to the Office so that they may secure permission for your visit.

**NOTE:** *You cannot earn a grade above an F if you do not complete the 15 hours on-site participation, turn in your documentation to me, and write your analysis of the experience.*

**NOTE:** *If you are an ASEP student, you do not have to complete these 15 hours.*

**Attendance:**

Because so much of the work of this class is participatory, attendance is extremely important. You will be excused for university functions requiring your attendance, legal and medical emergencies, and one absence without proof. Beyond those situations, you will be penalized per absence. Because this class meets only one time per week, non-excused absences will result in a loss of 10 points per class.

You must complete all parts of all assignments to receive full credit for the assignment and the class. Missing class means not completing an assignment.

**II. GOALS FOR THE COURSE**

Upon completion of this course, you will--

be aware of current theories and issues in language arts

know a variety of strategies for integrating reading, writing, and speaking

be familiar with the resources of the profession, its organizations and publications

be acquainted with a range of traditional and alternative assessment strategies

be aware of the potential challenges posed by multiculturalism and inclusion of special education students and be prepared to individualize to meet the needs of a diverse group.

In addition to the above that are specific to this course, you should continue to demonstrate your knowledge and abilities in the areas identified by the College of Education and Professional Studies.

**Course Format:**

1. Writing: Each of you will prepare a professional portfolio which will demonstrate your achievements and your philosophy of teaching English language arts. You will maintain a journal in which you respond to all your professional reading for this class. Your classmates will also respond to your writing.
2. Professional Reading: The texts have been chosen to give you a broad introduction to English education. You will also be reading other texts and articles to which you will be respond in your journal.

3. Discussion: You will be involved in discussions exploring theory, current issues, and pedagogy to increase awareness and guide you as you develop your teaching theories. Occasionally, you will be responsible for leading a discussion or reporting on a particular topic.

### III. COURSE REQUIREMENTS:

#### A. Professional Portfolio

See sheet below for requirements. In addition to the requirements listed on the sheet, you will also include your philosophy on English education, and your conference paper.

#### B. Professional Reading

Respond to the assigned readings in your journal. Do Not Read More Than 20 Pages Before Responding. Cite the passages/sentences/phrases to which you refer. It is particularly important to cite specific sources when you are questioning something in your reading. You might comment on the readings based upon your prior knowledge of the topic(s). This knowledge might be the result of personal experience, other reading, instruction, etc. You might also question the ideas from a different perspective. You might compare/contrast the ideas with other approaches.

The journal should be used for any readings done in connection with any papers/presentations you might be assigned outside of the textbooks.

You will also respond to the writings of others in the class. You are expected to support your arguments/responses by citing from your own reading.

Read articles in EJ as assigned. Make a copy of the article, gloss it and be prepared to present the main points to the class. (Note: to gloss means simply to interact with your reading by noting points of agreement or disagreement. It might also indicate confirmation or denial on the basis of another perspective, e.g., "Not according to Auden!")

#### C. Research Projects

**Group/Conference project:** Choose a topic in English education such as censorship, reader response, journaling, adolescent literature, grammar instruction, usage, dialects, feminist criticism in the secondary class, post-modernism and the English teacher, collaborative writing, teaching the canon, multi-cultural literature, multi-ethnic literature, etc. Then find at least two others in the class willing to examine this topic with you.

Each of you would then read either a book of at least 150 pages or the equivalent number of pages in articles on the topic, responding in your journals as you read. Each of you will prepare a professional paper in MLA form on the topic for presentation at a conference held on campus. Minimum of 3 full pages.

Each team will meet too discuss the similarities and contradictions in the readings as they organize a presentation for a mini conference which will include a summary of the material to be presented and a bibliography for those attending the conference. Each person on the team will take approximately 10 minutes for his/her part of the presentation. The team should allow a few minutes to respond to questions.

#### D. Mini-Teaching

- A. Prepare two mini-lessons (10-15 minutes).
- B. Teach your lesson(s) to the class or a group of students, providing each member with a copy of your lesson plan(s) after the lesson.
- C. Respond to others' lessons.

#### IV. Special Needs

**If you have a documented disability and need special academic assistance, please let me know immediately.**

#### EVALUATION

Course Grade will be determined by the following:

	Points
A. Response to assigned readings	50
B. Conference paper presentation	25 10
D. Summaries of EJ articles (5 points each)	—
E. English Education Philosophy	25
F. Portfolio (organization, narratives, clarity, neatness, thoroughness	20
G.. Response to peers (responses to readings, lesson plan, etc.)	25
H. Preparedness, involvement in class interaction, leadership attitude	20

## SCHEDULE

1/16 Introduction to class; discussion of syllabus; introduction of class members; discussion of preparation in teaching and a short writing on that background.

Assignment: 1-102 (Maxwell & Meiser)

1/23 Guest Presenter: Dr. Nell Wiseman, Chair of the English Department, CHS. Dr. Wiseman is a trainer for the state's Write On, Illinois Project. She will be giving us an abbreviated workshop on that program.

Assignment: 105-205 (M&M)

1/30 In small groups, discuss M&M

Assignment: (1) Choose any article on the teaching of writing from a 1940's English Journal and one on a similar topic in composition from a 1950's English Journal. React to them in your journal; copy and gloss them, of course. Be prepared to tell the class what you found interesting about the methods suggested in these articles and how they compared to the ideas suggested in M&M.

(2) 207-253 (M&M)

2/6 **Bring Journals.** Respond to peers' journals. .  
Choose topics for Conference Papers.  
Discuss Philosophy of Teaching English.

Assignment: (1) Bring draft of Philosophy paper to class for group work.  
(2) 1-64 Rief

2/13 Group work on draft of Philosophy paper. Discuss reaction to Rief.  
Discuss English Education Conference and the research project for it.

Assignment: 65-132 Rief.

2/20 Partner/small group work on draft.  
Small group discussion on Rief.  
Responding to student papers. We will work with student papers, analyzing strengths and weakness, recurring problems, etc. From this effort, mini-lessons on usage/mechanics will be planned for presentation to class.

Assignment: (1) Mini-lesson on usage/mechanics. (2) 133-185 Rief.

2/27 Mini-lessons. Set up individual conferences for next week.

WEEK OF 3/2: Individual Conferences to discuss your ideas for English Education Conference paper.

Assignment: Complete Philosophy of Teaching English.

3/13 Mini-lessons continued. Philosophy paper due.

3/20 No Class--Spring Break

3/27 Discuss your proposals for English Education Conference.